

SCHOOLS WEEK

A digital newspaper determined to get past the bluster and explain the facts.

'It fires provocations at the reader like a well-aimed cannon'



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Racism. Lofty ideals without action are meaningless



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Rise of the pop-up classroom?



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Result! Footy star scores FSM U-turn



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After Durand. The long shadow of scandal.



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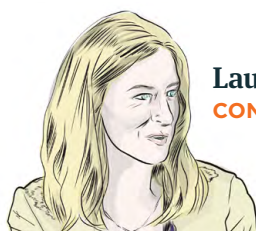
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Meet the news team



John Dickens
EDITOR

@JOHNDICKENSSW
JOHN.DICKENS@SCHOOLS WEEK.CO.UK



Laura McInerney
CONTRIBUTING EDITOR

@MISS_MCINERNEY
LAURA.MCINERNEY@SCHOOLS WEEK.CO.UK



JL Dutaut
COMMISSIONING EDITOR

@DUTAUT
JEAN-LOUISDUTAUT@LSECT.COM



Freddie Whittaker
CHIEF REPORTER

@FCDWHITTAKER
FREDDIE.WHITTAKER@SCHOOLS WEEK.CO.UK



Samantha Booth
SENIOR REPORTER

@SAMANTHAJBOTH
SAMANTHA.BOOTH@SCHOOLS WEEK.CO.UK



James Carr
SENIOR REPORTER

@JAMESCARR_93
JAMES.CARR@LSECT.COM



Nicky Phillips
HEAD DESIGNER

@GELVETICA
NICKY.PHILLIPS@FEWEEK.CO.UK



Shane Mann
MANAGING DIRECTOR

@SHANERMANN
SHANE.MANN@LSECT.COM

THE TEAM

Designer:	Simon Kay
Sales team leader:	Bridget Stockdale
Sales executive:	Clare Halliday
PA to managing director:	Victoria Boyle



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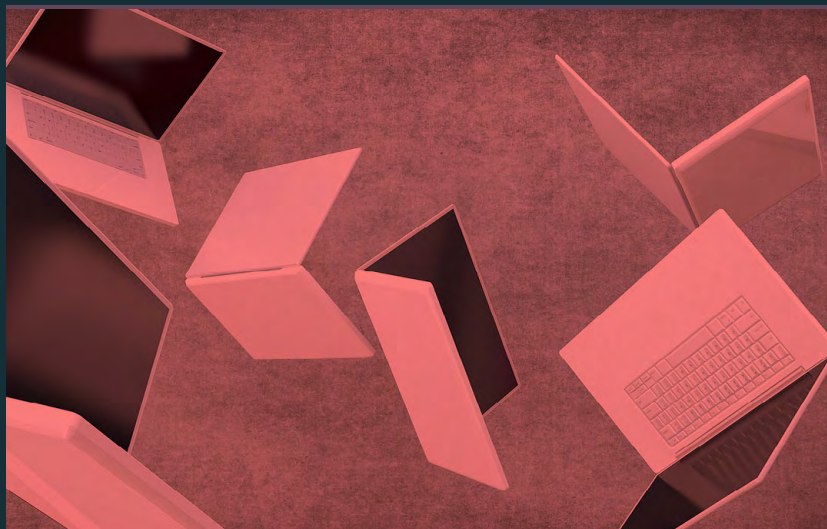
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Details emerge of the £1bn 'catch-up' plan

FREDDIE WHITTAKER

@FCDWHITTAKER

The government will spend £1 billion on an education "catch-up plan", with a large chunk of the cash going directly to schools.

Under proposals outlined today, state primary and secondary schools will split £650 million in additional funding for the 2020-21 academic year to help their pupils catch up on education missed as a result of the coronavirus pandemic.

The remaining £350 million will pay for the establishment of a National Tutoring Programme, which will run for the duration of the next academic year and give schools access to subsidised tutoring sessions and free coaches for their most disadvantaged pupils.

But the details aren't clear. The Department for Education said heads would have discretion on how to spend the £650 million, which is equivalent to just over £91 per pupil. But the department also said it expects them to spend the cash "on small group tuition for whoever needs it".

The DfE has also said schools can spend the money on other initiatives, such as summer schools, but has not explained how that fits with their demand that schools use it for tutoring. It's not clear if the funding is per-pupil, or will be awarded on a grant basis.

"We are confused by the assertion that headteachers will decide how the money is spent, when this is immediately followed by an expectation that it should be used on small group tuition," said Geoff Barton, general secretary of the Association of School and College Leaders.

The announcement comes amid growing pressure on ministers to address the widening attainment gap caused by coronavirus. Research shows disadvantaged pupils are more likely to have missed out on education during partial school closures than their better-off peers.

Gavin Williamson, the education secretary, said the package "will make sure that every young person, no matter their age or where they live, gets the education, opportunities and outcomes they deserve".

The Education Endowment Foundation (EEF) is due to publish a guide later today to help school



Gavin Williamson

leaders decide how to use their £650 million in additional funding. Suggestions highlighted by the DfE include "intervention programmes, extra teaching capacity, access to technology and summer schools".

However, the DfE said the funding was for the 2020-21 academic year, so it is not clear whether schools will receive it in time to pay for activities this summer.

The £350 million National Tutoring Programme will be run by the EEF, Sutton Trust, Impetus and Nesta, and will be split into two strands.

Under "NTP Partners", schools will get access to "heavily subsidised" tuition sessions for their pupils from an approved list of organisations. The sessions will be subsidised by as much as 75 per cent for the first year, meaning they will cost £12 per session.

Opportunities will be advertised on eligible tutoring organisations and the NTP website, which will launch soon.

And "NTP Coaches" will see recent graduates trained up and then employed by schools to provide "intensive catch-up support" to pupils, with their salaries paid for by the programme.

In both cases, it will be up to schools to decide how to deploy the tutoring, and whether to use it for individual pupils or small groups.

The government has not said how many children will benefit from the tutoring programme, just that it will be for those eligible

for pupil premium.

But recent analysis by Simon Burgess, a professor of economics at the University of Bristol, found that providing small-group tutoring to around 40 per cent of pupils would cost around £410 million.

The Sutton Trust and EEF highlighted "extensive high-quality evidence demonstrating the potential of one-to-one and small-group tuition, delivered in partnership with schools, as a cost-effective way to support pupils who are falling behind".

The charities' Teaching and Learning Toolkit suggests it can boost progress "by up to five months". Randomised controlled trials funded by the EEF "have also found positive effects for a range of tuition models".

Paul Whiteman, general secretary of the National Association of Head Teachers, said the "considerable" investment will "empower schools to provide the support that pupils will need as they return to school".

But Barton said it "remains frustrating that we haven't had the opportunity to discuss any of this with the government ahead of this announcement and that we once again find ourselves having to guess the detail".

Johnson added he is "determined to do everything I can to get all children back in school from September, and we will bring forward plans on how this will happen as soon as possible".

PA

PHE stats show sharp rise in Covid-19 suspected outbreaks

JAMES CARR

@JAMESCARR_93

The number of suspected coronavirus outbreaks rose by 70 per cent last week, new figures show, while the number of confirmed cases has increased by one-third.

Public Health England's weekly Covid-19 surveillance report, published yesterday, shows the number of acute respiratory outbreaks in schools rose from 14 to 24 – putting schools on the same number of suspected outbreaks recorded in hospitals.

Of these, 12 were confirmed as coronavirus outbreaks, up from nine confirmed outbreaks the week before.

PHE guidance states that as the winter season is left behind and infections like flu become "less prevalent, we would expect most outbreaks in community settings to be related to Covid-19".

An outbreak is defined as two or more people experiencing a similar illness, which appears to be linked to a particular setting.

The report states: "While care home outbreaks have continued to decline, an increase in school and 'other settings' outbreaks have been noted over the past few weeks."

Schools started welcoming back more pupils on June 1. Last week marked week two of wider reopening. While two-thirds of primaries opened more widely, fewer than



40 per cent of eligible pupils returned.

Dr Joshua Moon, a research fellow at the Science Policy Research Unit (SPRU), said: "I would be fairly confident the opening of schools has increased transmission within schools, but that is also what you would expect. The question is whether or not you can jump on that and get it under control."

There are concerns about the government's test and trace system. Data from the scheme's second week of operation show a quarter of people who tested positive for coronavirus have not given contact tracers the phone numbers or email addresses of people they have met.

Health secretary Matt Hancock could also not say yesterday when a coronavirus contact tracing app would be rolled-out.

Between April 20 and May 24, the number of suspected outbreaks in schools did not rise above four. However, it shot up to 15, 14 and 24 in the past three weeks respectively.

But, overall, the number of new acute respiratory outbreaks only rose slightly, from 197 to 199 this week.

The report also adds that hospital and ICU admission rates "continued to decline slowly. Similarly, there has been a steady decline in COVID-deaths and there has been no significant overall excess all-cause mortality in week 24."

Moon previously warned that the impact of schools reopening would not be seen until future weeks due to Covid-19's incubation period.

This week, pupils in year 10 and year 12 also began returning to school.

Moon added: "The easing of lockdown will be contributing to this – the increase is probably because there is more interaction now."

"With secondaries [now opening] I can imagine that's going to go up even further."

On the difference between the total number of outbreaks and those confirmed Moon said: "In suspected cases you have all the symptoms, all the signs point to you probably having Covid-19 but you haven't yet done the tests"

SCHOOLS WEEK REPORTER | @SCHOOLSWEEK

Pressure on Hancock as Northern Ireland shrinks school distancing to one metre

Health secretary Matt Hancock has insisted the two-metre social distancing rule will only be dropped if the coronavirus is "under control", as Northern Ireland says one metre is "safe" for its schools.

Hancock said yesterday the government is "working on what's needed to get all schools open in September", but said he "gets the interaction between the two-metre [social distancing] rule and getting people back to school".

The government is reviewing the current two-metre social. While primary school pupils are not expected to follow the two-

metre rule, schools still have to space out desks and also have one-way systems to keep pupils apart.

Meanwhile, at secondaries, school leaders have been told they should aim to "practise social distancing" in line with government measures, including keeping pupils two metres apart "where possible".

Hancock said removing the measure would have an "impact on the transmission of the disease" so the government has to "make sure we have the virus under control enough to make the change and replace the rule, if that's the conclusion [of the review],

with something that makes it easier to do things like have people together at school."

But the government will come under more pressure after the Northern Ireland Executive agreed that social distancing of one metre is "safe and appropriate" for school children when they reopen in August.

They said this will allow "full classes to attend", but adults will have to continue following the two-metre rule.

This was based on an "extensive review" by the country's Public Health Agency and chief medical officer.

Long read

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Use your local secondary - or perhaps an unused festival tent

JOHN DICKENS

@JOHNDICKENSSW

Government guidance on getting pupils back to school was updated (again) this week. School leaders say it's another ham-fisted change. Schools Week investigates ...

Government advice that primaries run classes in nearby secondary schools is a “crazy hand grenade” that does not make up for the lack of a “long-term plan”, say frustrated school leaders.

In what has been labelled another sign of the government's incoherent back-to-school plans, primaries were told on Monday they could use space in local secondary schools to get more pupils back.

The advice came after reports in national newspapers that schools have to take more pupils. It was accompanied by surprise guidance allowing secondary schools to bring back pupils from any year group for “check-in” meetings before summer.

Hilary Goldsmith, a school business manager in the south of England, said: “This new crazy hand grenade from the increasingly bizarre DfE advice is quite extraordinary. It seems to suggest that we tear up our risk assessments and make it up as we go along.”

The safeguarding risks of the new advice – such as running “swathes of DBS checks to allow unrelated staff to share sites” – made it “unworkable”.

Promised ‘priority list’ ditched as DfE changes tack

Gavin Williamson, the education secretary, told MPs last week that he was working on a “priority list” of children that schools with extra capacity should bring back first.

The new guidance, however, says that pupils from any year group can be welcomed back: it is up to schools to decide.

But primaries should only bring back more pupils where they “do not require additional funding, staff or classrooms to do so”.

The guidance adds: “There is no expectation on primary schools to welcome back additional children where they do not have capacity to



Manorfield Primary-School Credit: Kilian O'Sullivan

do so.”

If schools have “space on other school sites (for example, local secondary schools, if that is feasible alongside the secondary offer) they may use this, taking care to ensure children stay in allocated groups.”

The Department for Education clarified that primaries running classrooms in secondaries would have to use their own teachers, but any further arrangements – such as travel for staff and pupils – would be up to schools or councils.

Jon Chaloner, the chief executive of the 40-academy GLF Schools trust, said the new advice was “an opportunity”, but would have been “more helpful” in early May “when our existing plans for June had to be modified”.

The National Education Union’s “education recovery plan” calls for public buildings, such as libraries and sports halls, to be used for classes so that “social distancing can be achieved”.

But the DfE’s update advises schools not to use community buildings “while they remain closed in line with the government’s roadmap”.

Chaloner said: “The main reason that full primary schools will struggle is because of the staffing capacity

being used already across the priority groups previously announced on May 10.”

At least 200,000 more teachers would be needed to staff classes of 15 across the sector.

Jon Richards, head of education at Unison, told MPs this week: “Where are we going to get the funding for that [extra staff]? There needs to be some work to support that.”

Running classes in community buildings is ‘red herring’

Leora Cruddas, the chief executive of the Confederation of School Trusts, said the use of community buildings was a “red herring”.

“We would spend a lot of time making building fit-for-purpose, but we don’t have enough teachers. I’d much rather put the energy into getting all children back in September into their actual school.”

Speaking at the daily coronavirus briefing last week, Boris Johnson said the continuing high infection rate had forced the government to drop its ambition to get all primary pupils back to school.

“We’ve got it right down, but it’s not quite



Leora Cruddas

Continued on next page

Long read

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down far enough to change the social distancing measures in schools," he said.

Many suspect his plan to get all pupils back is dependent on a low enough infection rate by September for it to be deemed safe enough for full classes.

Cruddas said while the current trajectory on coronavirus cases suggested that was achievable, "what if there is a second spike? We can't have no plan B."

She and other sector leaders have asked that the SAGE group of scientists model scenarios for reopening in September to give school staff confidence in any future plans.

At secondary level the DfE has pushed the message of pupils with exams next year returning before the summer break.

It appears this week's change was made following suggestions from unions to allow one-off "check-in" sessions for all pupils, as long as "wider protective measures" were kept.

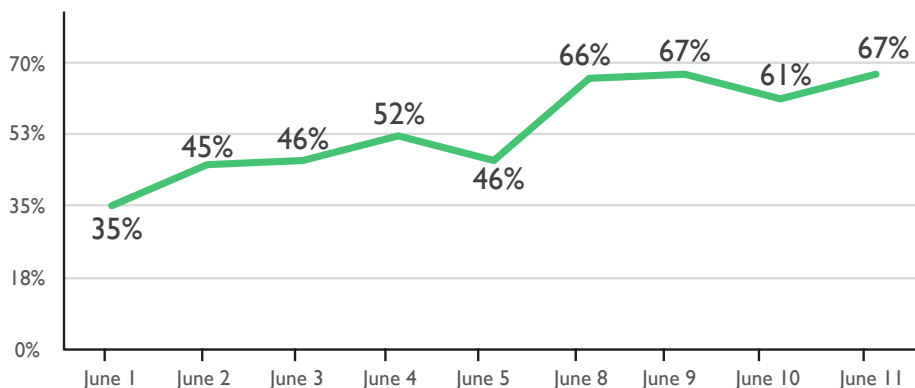
Geoff Barton, the general secretary of the Association of School and College Leaders (ASCL), said he was "pleased that the government has listened", but the changes did not make up for the lack of "a long-term, strategic plan for education over the coming months".

Two-thirds of schools open, but just 40 per cent of kids return

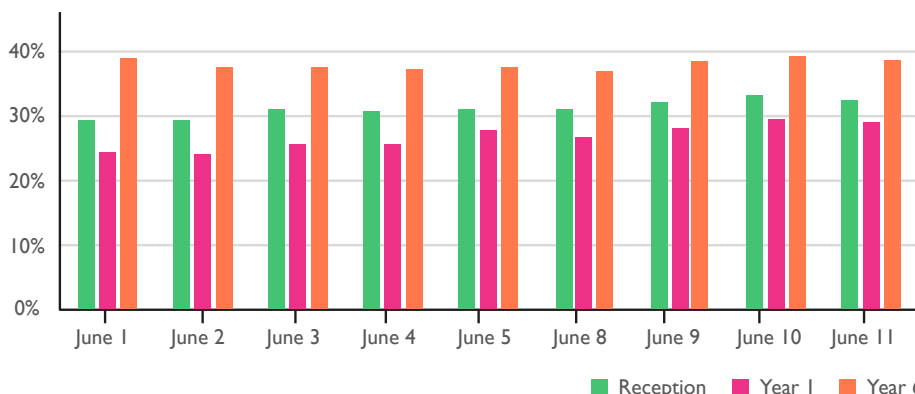
Fewer than 40 per cent of eligible primary pupils were back in reopened school by Thursday last week.

The latest attendance data from the DfE shows that 67 per cent of primary schools had reopened

Proportion of primaries open



Proportion of pupils attending open settings



to more pupils by June 11, up from 52 per cent in the first week of wider reopening.

Ministers had asked primary schools to start taking back pupils in reception, year 1 and year 6 from June 1, but many chose to delay, citing safety fears.

According to the data, 38.6 per cent of year 6 pupils were in attendance in open schools as of Thursday, up from 37.3 per cent on June 4.

The data for younger pupils shows that 32.3 per cent of reception pupils and 28.9 per cent of year 1s attended open schools last Thursday, up from 30.6 per cent and 25.6 per cent, respectively, the week before.

These percentages are based on the proportion of pupils attending open schools only.

As a proportion of the overall pupil population, 21.9 per cent of reception pupils, 19.6 per cent of year 1s and 26.2 per cent of year 6s were

back as of Thursday.

Festival tent repurposed into pop-up classroom

Meanwhile, school leaders continue to find their own solutions to reopening. Manorfield primary school, in Tower Hamlets, east London, has been trialling a "pop-up" classroom using a repurposed festival marquee.

Paul Jackson, the school's head, said the tent was used as a dining hall and for art and cooking, allowing him to get more pupils back.

"We've got a relatively large playground, but because not many children can go out ... at the same time, it doesn't mean that the playground spaces are affected."

The tent has been provided free for a month as part of a trial with the British architecture company Curl la Tourelle Head, which hopes to extend the model across more schools.

The tents normally cost about £300 a week to rent



Geoff Barton



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Result: Footy star Rashford forces summer food U-turn

FREDDIE WHITTAKER

@FCDWHITTAKER

Schools will soon be able to order free school meals vouchers for eligible pupils to cover the six-week summer holiday.

Until this week ministers were adamant that the voucher scheme, which has replaced school lunches for many disadvantaged children during partial closures, would end when schools break up in July.

But on Tuesday the government said it had changed its mind and would fund meals throughout the summer break through a £120 million "Covid summer food fund".

The U-turn came soon after the high-profile intervention of Marcus Rashford, the England and Manchester United footballer, who picked up the campaign for vouchers to be funded over summer.

According to the Department for Education, a single voucher will be issued through the existing system run by Edenred.

Like the term-time vouchers, it will amount to £15 a week and will be able to be ordered before the end of term.

However, guidance for schools on the scheme's extension had not been published by the time Schools Week went to press on Thursday.

The department would also not say when the order process would open, or whether the vouchers would cover current year 11s and 13s due to leave their phase of education this year.

The volte-face came just hours before Gavin Williamson, the education secretary, was due to face a grilling in the Commons on the government's failure to provide for hard-up families over the summer.

During Tuesday's debate, Williamson said free school meals "have always been a term-time provision, and that is what they should be. But while we are in extraordinary times, we must not be bound by the constraints of what normally happens.

"A government should always listen to the people who need them most. I would like to extend my particular thanks to Marcus Rashford for using his public position to amplify the voices of those who must and should be heard."

Calls for the scheme's extension, which started weeks ago, come after ministers made similar reversals to extend the programme to cover the



Easter and May half-term holidays.

During the Commons debate, Rebecca Long-Bailey, the shadow education secretary, called on MPs to lobby for longer-term solutions, adding that while humanity had won a "small battle ... we have not won the war against poverty".

"We now have to build a consensus ... that this

country will not tolerate child poverty and that we will encourage the government to bring forward a raft of economic and social policies with one aim - to eradicate child poverty."

The government said the fund was a "one-off scheme in response to the unique circumstances many families face".

The missed opportunities to tackle holiday hunger

The U-turn follows years of missed opportunities to tackle holiday hunger.

In 2014 a report by Lindsay Graham for the Winton Churchill Memorial Trust warned of the "growing issue" of holiday hunger - food poverty when children who rely on schools for a daily meal close.

The school food campaigner and researcher's report prompted calls in 2015 for action from the government, but campaigners said they fell on deaf ears.

In 2017 a report by the all-party parliamentary group on hunger claimed that holiday hunger could be solved by handing every local authority just over £100,000. Later that year, Frank Field, a former Labour MP, brought forward a draft law that would have forced councils to provide meals in the holidays.

That draft failed in 2018 because of lack of ministerial support. Instead, the government

promised research and pilot projects. Ministers then announced plans for a £2 million food and activities programme pilot in the northeast, Birmingham and London.

Later that year, Emma Lewell-Buck, then shadow children's minister, proposed a draft law that would have forced the government to collect data on food insecurity. Again, without government backing, the bill failed.

The government had planned to pilot holiday food and activities programmes in both the Easter and summer holidays in 2019, but abandoned the Easter pilot in favour of focusing on the summer. Funding for the pilot increased to £9 million.

The pilot was extended for a third year this January, with another £9 million for summer 2020. Ministers have indicated they want to expand the scheme, but have so far not committed to any firm plans.

'I left a job I loved for a career I would love more, and now it's just gone'

FREDDIE WHITTAKER

@FCDWHITTAKER

Teach First has dropped 120 of its trainees, failing to match all of this year's cohort with schools.

Would-be trainees said they had been told in a "generic email" to either defer their places or leave the programme, despite some having already quit jobs in preparation.

The charity said it had made the decision because "many schools" had delayed recruitment as a result of the Covid-19 pandemic.

Shafia Begum, who was due to start as a trainee secondary English teacher in the north-west, told *Schools Week* the announcement was a "really big shock", especially as she had already left her job as a student engagement and communications assistant.

"This was my second year applying to go into teaching and to have it taken away from me so quickly was really frustrating and awful," she said.

"I was frustrated and upset. I left my job, which I absolutely loved, to go into a career that I know



I will love more, but then it's just gone, just like that."

Others spoke of their disappointment on social media.

One said: "I'm devastated. I have a mortgage to pay and I've quit my job for this", while another said they were "shocked that Teach First have cancelled my placement and we received only a generic email".

This week, the schools community rallied around to find alternative initial teacher training placements for the 120 trainees. School leaders shared vacancies on Twitter, and the National Association of School-Based Teacher Trainers set up a webpage to link trainees with schools that may need them.

Teach First chief executive Russell Hobby, who apologised for the situation earlier this week, wrote in a blog post that the organisation had been "deluged with offers of help from SCITTs, MATs, associations, maintained schools, enterprises and

individuals".

"The focus was solely on 'how can we make the most of this interest in our profession'. That's a commitment to what they grandly call system leadership in its purest form. It is the profession at its best – an unshowy generosity and determination which doesn't always get the attention it deserves."

While Teach First is salaried, other ITT salary routes are available and those training in shortage subjects can also get bursaries.

For Begum, there is light at the end of the tunnel. Her tweet about her predicament prompted responses from over 30 different organisations encouraging her to apply.

"I filled out the UCAS form and sent it off. I am now hoping to get a place on one of the providers who have said they will take me on and hoping to still start in September."

Teach First's problems reflect a changing situation in teacher recruitment, driven by the coronavirus pandemic.

A NASBTT survey released earlier this month found a "worryingly high" number of schools had reported not being in a position to offer teacher training placements in September.

... BUT Covid-19 could have a silver lining for recruitment

The coronavirus-induced recession could reduce teacher recruitment shortages by up to 40 per cent, suggests a new analysis.

The Education Policy Institute (EPI) predicts that about 1,800 more graduates will enter teacher training programmes over the next two years, reducing shortages by between 20 to 40 per cent a year.

Fewer jobs and falling wages will boost numbers during the predicted recession – and increase the attraction of the "security and stable wages" of teaching.

EPI's calculations are based on the Covid-19 recession affecting graduates in a similar way to the recession that followed the 2008 crash.

The government has missed its secondary teacher recruitment targets for seven years running, which EPI said was a total of about 3,000 new staff.

However *Schools Week* revealed earlier this month how schools are pulling out of offering training placements, saying they don't want extra people in the classroom and are reluctant to let trainees teach because pupils have already missed so much learning.

The EPI study also says retention is likely to be boosted during any recession.

A recent survey by SchoolDash found 14 per cent of respondents now had second thoughts about changing jobs.

As more than 36,000 classroom teachers leave each year, EPI pointed out even a "modest effect" on attrition (eg 5 per cent) would have a "large effect on the number of teachers in the school workforce" (1,800 more remaining in the classroom).

UCAS data for May shows the highest initial teacher training applications since 2014, but EPI believes the "main increase in enrolment to start in the 2020-21 round".

The think tank suggests the government introduce retention incentives of £2,000 a year to existing early career teachers in shortage subjects to make sure any Covid-19 boost in teacher numbers are retained.

Race is on for DfE to meet laptops deadline

JAMES CARR

@JAMESCARR_93

More than half of the 230,000 laptops promised by the government to help poor pupils learn at home during the Covid-19 pandemic have still to be delivered, two months after the scheme launched.

The Department for Education now has just two weeks to send an additional 115,000 laptops to local authorities and academy trusts to meet its own June deadline.

And just 22,000 of the 50,000 promised 4G wireless routers have been sent out.

Julie McCulloch, the director of policy at the Association of School and College Leaders, told the education select committee this week: "It's close to a national scandal over this term that we have had such a large number of young people who haven't have access to technology at home."

A National Foundation for Educational Research (NFER) report this week revealed that poorer pupils were twice as likely to have limited or no access to IT and therefore less likely to be able to complete work.

Despite launching the £85 million laptop scheme two months ago, this week's ad-hoc statistics publication from the DfE showed just 114,536 of the 230,000 laptops and tablets had been delivered or dispatched.

The figures also showed 40 per cent of those laptops were only sent out in the past week.

The laptops are for children with a social worker, care leavers and disadvantaged year 10s, who are due to sit their GCSEs next year.

McCulloch said the scheme touched just a "tiny proportion of the children who don't have access to technology. We need to do better on that."

She added: "In order for children to learn successfully and be able to stand any chance of keeping up, they must have access to the technologies that they need."

School leaders have criticised the scheme for not covering the needs of vulnerable pupils. Some academy trusts were given an initial allocation of less than a fifth of what they asked for.

On Monday, Siobhain McDonagh, a Labour MP, sent a letter to the DfE calling for the government to close the digital divide and ensure "all 1.34



DEVICES SENT TO DISADVANTAGED PUPILS UNDER £85 MILLION LAPTOP SCHEME

LAPTOPS DELIVERED (AS OF JUNE 14)

114,536

4G ROUTERS DELIVERED (AS OF JUNE 14)

22,518

LAPTOPS DELIVERED BETWEEN JUNE 8-14

46,835

4G ROUTERS DELIVERED BETWEEN JUNE 8-14

9,871

Source: DfE

million children entitled to free school meals have internet access and adequate devices at home".

The letter, co-signed by Tony Blair, a former prime minister, and David Blunkett, a former education secretary, says the "lifeline" of technology has not been available to all, "Lockdown has exposed that there are at least 700,000 disadvantaged children who do not have proper access to computers or the internet."

Dr Mary Bousted, the joint general secretary of the National Education Union, told the MPs: "We need those children without access to the internet to be provided with laptops... we need a

national plan."

Gavin Williamson, the education secretary, previously told the committee the DfE expected "the first laptops to be arriving at the end of May, with the majority delivered through June".

Speaking in the House of Commons last week, he said the government was "on schedule to distribute the full 230,000 computers over the coming month".

"Some 100,000 of those laptops have already been distributed to the most vulnerable and most disadvantaged children. We took the decision to ensure that children who have social workers are prioritised over and above schools."

FREE INTERNET VOUCHERS LAUNCHED FOR POOR KIDS

Invitations for academy trusts and councils to request vouchers providing families in need with six months free internet should have been issued this week.

The scheme, funded by BT, will allow 10,000 families access its 5.5 million wi-fi hotspots across the country.

The voucher codes will allow children to access the web on up to three devices at any one time. The content filtering voucher will point to online resources such as BBC Bitesize.

It will be down to schools to identify those children who are most in need.

News

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'Generous' teacher grades likely to be marked down

JOHN DICKENS

@JOHNDICKENSSW

Schools should expect their teacher-assessed grades to be marked down after an analysis suggests scores are up to a grade more generous.

Analysis by Education Datalab has found that preliminary teacher-assessed grades put together by schools for this year's new grading system are on average between 0.3 and 0.6 higher than actual results in previous years.

Grades issued for computer science are almost a full grade higher.

Over the past two weeks, schools have been submitting their teacher-assessed grades and rank order of pupils to exam boards, which will moderate the results before they are issued in August.

Covid-19 forced the cancellation of this year's exams.

Datalab ran a statistical moderation service that allowed schools to submit their proposed preliminary centre assessment grades, which they could then compare with historical attainment.

Analysts had data from more than 1,900 schools to explore. However, there are some caveats.

Datalab doesn't know if schools have submitted the same grades to exam boards – they might have tweaked scores using the extra information from Datalab.

While it looks like more than half did change their grades (some schools submitted grades to Datalab more than once), the change was relatively small – on average 0.1 of a grade reduction.

Ofqual has already warned that the final grades will "more often differ from those submitted" by teachers.

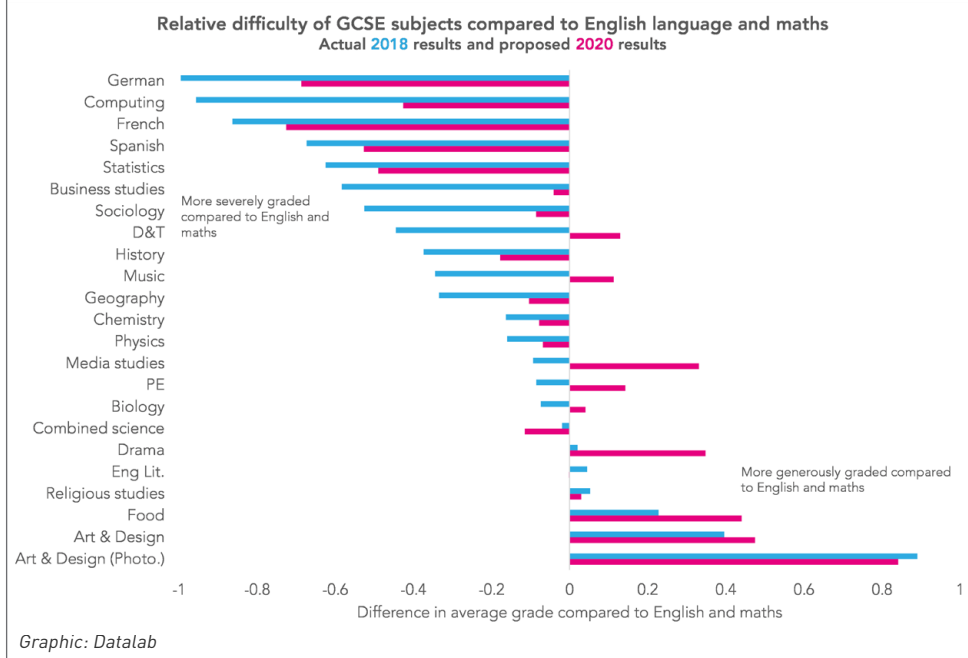
Here's what Datalab found.

Teachers are about half a grade more generous...

Of the 24 subjects looked-at, ten had a difference of half a grade or more, with subjects historically marked more severely more likely to change the most.

Meanwhile, the smallest differences (about a third of a grade or less) were in English literature, combined science, religious studies and maths.

Across all subjects, if these grades were awarded, the number of grade 9s would increase from 4.8 per cent to 6.3 per cent. Grade 7s would rise from



23.4 to 28.2 per cent, while those achieving a 4 would jump nearly 8 percentage points from 72.8 per cent to 80.7 per cent.

...but this could be the the result of new GCSEs

Datalab says some of the difference could be down to the relative newness of many of the GCSEs.

"All other things being equal, you would expect the second cohort of pupils taking a qualification to do a bit better than last year's, as teachers have an extra year of experience under their belts.

"An approach called comparable outcomes is normally applied to exam results to account for this, but that won't have been factored in to the proposed grades that schools have come up with."

What's the potential effect on schools' results?

Ofqual's annual centre variability charts show the number of schools that dropped or increased their results compared with the previous year.

According to Datalab, these usually show a "symmetrical distribution around zero, with similar numbers of schools recording increases in a given subject as numbers recording decreases".

But its study finds that in most subjects the changes are "skewed to the right" – most schools have increases in results, some as much as 75 percentage points.

Comparing results between 2018 and 2019, the most common (or modal) number of subjects in which results increased was five.

Comparing the 2019 results to the 2020 teacher-assessed grades, that jumps to seven. (In 69 schools – of the 1,500 looked at for this part of the analysis – results increased for every subject!)

But, most importantly, the number of subjects with a decrease dropped massively: two-thirds of schools didn't see a decrease in a single subject.

The exams regulator faces a 'hugely complex' task. So what happens now?

If these grades are similar to those submitted, Datalab says it's likely that Ofqual and the exam boards will have to apply statistical moderation to bring them down.

This will be a "hugely complex task, the likes of which have never been done before".

"Without any objective evidence on the reliability of grading at each school, the most difficult part will be finding a way of doing this fairly for pupils in schools that submitted lower results, when some other schools will have submitted somewhat higher results."

Schools have also had to submit rank ordering of their pupils for every subject. Datalab says it "seems likely that these will be used to shift some pupils down from one grade to the next".

Ofqual said research shows teachers can rank order pupils with a "high degree of accuracy". A spokesperson added they are "still exploring the finer detail of the standardisation model" which will be confirmed in due course.

Assessing Primary Writing

In 2016 No More Marking ran the first pilot of a Comparative Judgement system with 5 primary schools to allow teachers to collaborate with other schools in judging their pupils' writing. Since then the network has grown to over 1,000 schools who collaborate on the judging.

Last year, every national writing window attracted over 700 schools and over 30,000 individual writing submissions. There are six windows in a year, one per year group.

In every window, the pupils are given an engaging writing task designed by a leading children's illustrator. Conditions are strictly controlled so that the writing conditions are standardised between schools. The pupils have one hour to write their answers on special pre-prepared lined sheets of paper with a unique pupil code at the bottom. After pupils have finished their writing, teachers scan in the sheets, and upload them, at which point the pupil names magically disappear, but the data is still matched to the pupils' codes.

Once all the writing has been checked by the team at No More Marking, judging week opens.

During judging week, teachers work individually online to judge pairs of writing side by side, deciding each time on the better writing. There are no criteria, just professional judgement! To ensure everyone gets a fair score, every fifth judgement a



**No More
Marking**

Add wheels to your assessments!



teacher will see a pair of scripts from two other schools. A teacher is never asked to judge a pupil from their own school against a pupil from another school, so the comparison is always fair. These moderation judgements allow for the silent and efficient scaling of scores done by a powerful statistical model running in the background.

Within an hour of judging every teacher in the school will have an overview of the writing of a year group, the strengths and weaknesses and the priorities for next steps. The collective judging approach allows schools to develop whole school approaches to writing that are based on good evidence and a firm grasp of the national picture.

As the windows attract a large nationally representative cohort, once all the judging is finished, No More Marking are in a unique position to be able to give every pupil a writing age and a grade (WTS, EXS, GDS). Detailed reports show pupils' writing

in the context of other pupils' writing across the country. The reports are accompanied by booklets of exemplar scripts along with a fully searchable archive of scripts matched to year group, scaled score, writing age and national percentile.

No More Marking is led by education expert and author Daisy Christodoulou MBE along with Dr Chris Wheadon, a widely cited psychometrician whose roles include acting on Ofqual's research advisory group. The company supports you every step of the way, from uploading your data, to checking every single script you submit to ensure that you get reliable results with the minimum of effort.

The next writing window is Year 3 in October 2020. For a limited time, Primary Schools can join this national window entirely FREE.

Click here.

Governors replaced after failed £100k bid to gag Ofsted

JAMES CARR

@JAMESCARR_93

INVESTIGATES

A North Yorkshire school's governing body has been removed after spending £100,000 on a legal battle to gag Ofsted from publishing an 'inadequate' inspection report.

Lady Lumley's School was graded 'inadequate' after an inspection in October last year.

It was granted an anonymity order in January to prevent publication of the report while it fought for an interim injunction. However, last month it lost a High Court appeal for the injunction and was finally named when the report was published on Tuesday.

The report said pupils were concerned about racist and homophobic language around the school that was "not always challenged" by staff.

Greg White, the North Yorkshire county councillor for Pickering, said he "could not see any justification" for spending more than £100,000 of public money to challenge Ofsted. "That money was provided to fund children's education."

He has asked the council to investigate how "such expenditure had been authorised.

North Yorkshire County Council has applied to set up an interim executive board to help support the school.

A council spokesperson added: "A decision to intervene was made as a result of both the Ofsted inspection and information from the school regarding the likely cost of court action."

Stephen Croft, the school's chair of governors, and Richard Bramley, its head, told parents on Monday that the cash for the legal challenge was "already in the school budget and the school still remains in a sound financial position".

Their letter said: "We are deeply upset by this report and the process that produced it... We know our pupils are not endemically racist or homophobic and we know our staff would not tolerate such behaviour."

However, the local authority-maintained school will now be forced to become an academy and join a trust.

Lady Lumley's, which was rated 'good' in 2016, argued that dropping to 'inadequate' in three years "cannot be justified on any rational basis".

The report did highlight positive aspects, rating



the quality of education as 'good'.

But inspectors said a "large minority of pupils do not feel safe in school. They do not feel protected from bullying. They do not believe that there is an adult they could talk to if they are worried about anything.

"They are fearful of, and are fed up with, the behaviour of a small group of pupils... They are not confident that leaders will sort any of this out."

The school has since commissioned a review of safeguarding and dedicated more staff time to pastoral support.

Croft and Bramley also lamented the lack of an "independent ombudsman or equivalent" when dealing with complaints against the inspectorate.

Under a new complaint system proposed earlier this year, Ofsted will withhold publication of inspection reports until it has resolved any complaints.

However, schools at present must submit formal complaints within ten days of an issue of concern, although Ofsted does not normally withhold publication of reports while it considers complaints.

An Ofsted spokesperson said it was "pleased we are now finally able to publish the report, which speaks for itself".

Amanda Spielman, the chief inspector, last year said that legal challenges against judgments had been "going up quite substantially". Schools, however, have struggled to win cases.

Ofsted to publish paused inspection reports from next week

Ofsted will begin publishing the inspection reports held back because of the coronavirus pandemic from next week.

The watchdog had paused publication of all inspection reports because they were "well aware providers have enough to deal with" in responding to Covid-19 changes.

But Ofsted said this week as more schools were reopening it was important "learners, parents and carers have access to the most recent inspection information about providers when they make decisions about their future or their children's future".

"To delay publication any longer would

not be in the public interest. We will begin to publish these remaining reports from next week and will contact affected providers beforehand to confirm this."

Amanda Spielman has increasingly called for the government to set minimum expectations for schools and parents about what level of home learning will be provided.

She told the BBC's TodayITALS programme last week that once that was in place, it would be "possible to start assessing whether schools are in fact doing what they should be doing".

Investigation

A pale reflection of our communities

Academy trusts are dominated by white management, as are the government departments and agencies that serve schools. After weeks of outrage following George Floyd's killing in Minneapolis, *Schools Week* asks if BAME representation should be top of the education agenda

JAMES CARR
@JAMESCARR_93

The proportion of black, Asian and minority ethnic (BAME) leaders of England's largest academy trusts has fallen, with 98 per cent of the top chains now run by white bosses.

A *Schools Week* analysis of the 98 trusts with 15 or more schools suggests just two chief executives are from BAME backgrounds.

When we conducted a similar investigation two years ago, we found that two of the 72 trusts with 15 or more schools were headed by a non-white boss.

But while the number of trusts of this size has increased by more than a third, the same two chief executives remain the only BAME leaders: Clive Webster of the Kent Catholic Schools' Partnership and Hamid Patel of Star Academies, who are black and Asian respectively.



Hamid Patel

The stalled progress on improving diversity in the top jobs comes despite a government pledge two years ago to "increase the proportion of public sector leaders from an ethnic minority background, so that the public sector

workforce is fully representative of the communities it serves".

Patel, whose trust runs 28 schools, said: "Our schools and young people deserve the best, most talented, leaders – regardless of their ethnicity and gender."

He added "wider representation and diversity at senior level isn't just an issue for MATs, but across the school system as a whole, and it isn't an issue confined solely to BAME".

More women, Afro-Caribbean and white working-class men and women were needed in senior leadership roles, he said, "so that leaders reflect the school workforce".

According to the government's 2018 school teacher workforce, 92.9 per cent of all headteachers and 85.1 per cent of classroom teachers in England were white British.

Diversity an issue across the sector

Our study also found just one director of education or equivalent post at the country's 20 largest councils is held by someone from an ethnic-minority background – one more than in our



study two years ago.

Furthermore, across the Department for Education, Ofsted and Ofqual, 97 per cent of those listed in the "our management" sections of their websites are white (see box out).

On May 25 George Floyd, a 46-year-old black

Continued on next page

97% of government management teams are white

We analysed the "our management" sections on the DfE, Ofsted and Ofqual homepages.

While the departments differ in their approach – some include non-executive board members – 97 per cent of the management teams listed are white.

All 16 people listed on Ofsted's home page are white; 56 per cent of them male.

An Ofsted spokesperson they have "much further to go on ethnic diversity" and are taking part in the "Race to the Top" shadow-

ing scheme, a cross-government scheme for BAME civil servants.

Overall, its senior civil service team is fairly evenly split by gender, with 53 per cent male and 47 per cent female. However, just six per cent declare themselves BAME.

All six people on Ofqual's homepage are white with an even split between genders.

An Ofqual spokesperson said it was "committed to improving the diversity of its workforce and launched an ambitious diversity and inclusion strategy at the beginning of

the year".

As a whole, 15 per cent of its staff are from BAME communities, reflecting the wider West Midlands community where its offices are based. Within its leadership team, seven per cent are from BAME backgrounds, increasing to eight per cent at board level.

Meanwhile, of the 12 positions listed on the DfE's homepage, 91 per cent are white and 66 per cent are male.

The DfE was contacted for comment.

Investigation



Allana Gay



Clive Webster

ETHNIC DIVERSITY IN EDUCATION LEADERSHIP

	2018		2020	
	WHITE	BAME	WHITE	BAME
LARGEST TRUSTS	97%	3%	98%	2%
LARGEST COUNCILS	100%	0%	95%	5%

man, was killed by police officers in Minneapolis, Minnesota, during an arrest for allegedly using a counterfeit bill.

The killing sparked worldwide outrage across the globe.

Patel said Floyd's death brought three key areas "into sharp focus": diversity at board level, a trust's culture and the need to develop talented teachers from under-represented groups.

Allana Gay, a headteacher and co-founder of the BAMEd Network, added: "When looking at the context of what is going on in wider society, it is not enough to say what we are doing is not racist – we have to be anti-racist."

This meant it was not enough for the government to say "we have pathways" for those from BAME backgrounds to progress to leadership.

Instead, the Department for Education must "actively encourage" and "find the people to access the pathways".

The department published a "statement of intent on the diversity of the teaching workforce" in October 2018. That included a £2 million

pledge to fund diversity hubs supporting aspiring leaders into headship.

A department spokesperson said it was "committed to increasing the diversity of the teaching workforce" and "improved pathways into the profession, increasing the proportion of teacher trainees from minority ethnic groups".

In 2019-20, 19 per cent of postgraduate entrants were from a BAME background, compared with just 12 per cent in 2013-14.

The DfE was unable to share figures on the hubs as they are "not in the public domain".

However, Gay said there were still "no programmes in place to target BAME educators into CEO or higher level positions". As a result, trusts continued to hire white men as "that is

what they believe a leader looks like".

It's also not just an issue confined to education.

BAME people made up 20.7 per cent of all NHS staff, however they account for just seven per cent of people in the "very senior manager grade".

Meanwhile a 2017 study found just six per cent of management jobs in the UK are held by ethnic minorities.

Meanwhile the gender divide had closed slightly.

Of the 98 largest trusts, 28 per cent (27) were led by women. That's up from two years ago when 19 of the 72 trust bosses were female, but is only an increase of two percentage points.

Women make up 75 per cent of the teacher workforce, but only 67 per cent of heads are women.

Sameena Choudry, the co-founder of WomenEd, said: "We have an archaic male, pale leadership team, which is not reflective of the pupil populations and the communities we serve."

Trust launches review as CEO 'unexpectedly away'

When Schools Week tried to contact Clive Webster, the chief executive of the Kent Catholic Schools' Partnership, for comment we were told that he was "unexpectedly away from his duties at present".

The trust said he had not left KCSP "and remains an employee of the trust".

Mark Harris, the director of finance and HR, moves up to deputy CEO in Webster's absence.

The trust's board has since commissioned an evaluation by St Mary's University to "inform the further development of and improvement of the trust", in particular by securing a better understanding of the views of its schools.

Webster made national headlines last year when he implemented a ban on KCSP's schools from hosting 11-plus exams that "promote non-Catholic schools".

The ban was later overturned by the Archbishop of Southwark, who ruled it was "inoperable".

A note on method

The government does not publish ethnicity or gender statistics for academy chief executives. So, as in our previous analysis, we've done this through examining photos plus names, and where we thought it necessary, contacting the person in question. We think we've managed to arrive at a good estimate but, as always, we are happy to be corrected if we have made a mistake.

News

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Obituary

Fred Jarvis: 'A trade unionist to his core'

Fred Jarvis, a pillar of the trade union movement who served as general secretary of the National Union of Teachers and president of the National Union of Students, has died at the age of 95.

Jarvis, also a former president of the Trades Union Congress, served as NUT general secretary from 1975 to 1989, and remained active in the union and its successor, the National Education Union (NEU), for the rest of his life.

Kevin Courtney and Dr Mary Bousted, joint general secretaries of the NEU, today paid tribute to Jarvis, a regular fixture at education conferences until his death.

"Fred Jarvis lived a long and distinguished life – committed to his passions for trade unionism, education, photography and West Ham United," they said, describing Jarvis as "a trade unionist to his core".

Born in West Ham, east London, in 1924, Jarvis attended Plaistow Secondary School until his family moved to Wallasey in Merseyside at the beginning of the Second World War.

He went to Wallasey Grammar School before joining the army and taking part in the Normandy landings.

After the war, he attended the University of Liverpool, obtaining a diploma in social sciences, before studying philosophy, politics and economics on a scholarship to St Catherine's College, Oxford. He then served as the NUS president from 1952 to 1954.

He joined the staff of the NUT as a public relations officer, working his way up to deputy general secretary. He never taught, but was elected general secretary in 1975, a post he held until 1989.

Jarvis continued to campaign on education issues, forming the New Visions



Fred Jarvis



for Education group. He received the CBE for services to education in the 2015 New Year's honours list.

Courtney and Bousted described Jarvis's commitment to the NUT and NEU as "unstinting".

"He continued to attend all annual conferences and play a part in the union's work to the very end. Fred was a great supporter of professional unity and was delighted to see the formation of the NEU.

"Fred meant so much to so many people in the trade union movement."

Labour MP Wes Streeting, who served as NUS president between 2008 and 2010, this

week tweeted that Jarvis was "a dear friend and mentor".

"As a former NUS president, he was always on hand with advice and encouragement. I loved talking to him about education, Labour and NUS. Razor sharp at 95."

Chris Cook, a former education correspondent at the Financial Times ITALS and policy editor at NewsnightITALS, said Jarvis was "fierce in his politics".

"He used to tell me off for suggesting student politics always tended to the utopian – 'not when I ran the NUS!' – but he was a friend to anyone genuinely interested in education."

EDITORIAL

DO YOU HAVE A STORY?
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£1bn is great news, but the small details matter

Let's be clear, the £1 billion catch-up package for schools to help pupils who have lost out during coronavirus – the majority of which will go to schools – is a great outcome.

But, what we've seen again this week is another frantic announcement that doesn't inspire confidence in the plans.

The department sent details of its new announcement with all the main details wrong (see Week in Westminster). School leadership unions say they've not been involved in any discussions on the plans.

The government has told schools they have freedom to spend the £650 million on what they deem best for kids, before adding they "expect it to be spent on small group tuition for whoever needs it".

So how many pupils will get the tuition? And which pupils? We've not been told – it's just disadvantaged pupils who are eligible for pupil premium.

And what about summer schools? The department originally said schools can use the cash

for summer activities, but then later omitted this detail.

It seems this funding will be given to schools next year, so how does that fit in with providing summer catch up?

And when we asked for more information, none was forthcoming.

This is a really positive, well-remunerated, investment in schools. The evidence for small-group tuition also suggests it works really well, especially for disadvantaged pupils.

But, again, it's all just been a bit tainted by what looks like chaotic and ill-thought-out planning. The smaller details matter. And we're running out of time for heads to implement them before summer, too.

Hopefully, those issues can be ironed out shortly and schools can get focusing on spending the money wisely to help kids catch up.

The funding is a great win for the sector, and will make a big difference. It's just a shame the government has tried it's best, again, to overshadow the good news.

SCHOOLS WEEK



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Schools need to know 2021 exam plans before summer, says Ofqual

... **Khadija Ali**

I am sick and tired of teachers and the government putting other things before my children's education. I have a daughter who is in year 10 and she is stressed out enough as it is about this pandemic ... and now she's freaking out about GCSEs. It is unfair: the 2021 GCSEs for this year's year 10s should not go on. There are many parents who believe this.

Tackling racism is about more than curriculum

... **Zoe Ward**

I am a white teacher with dual-heritage children, working in a school with predominantly white students that is led by a dual-heritage headteacher. I am so determined to amplify and elevate positive representation of BAME authors, mathematicians, scientists, artists, politicians and leaders. I am co-ordinating a redesign of our key stage 2/3 curriculum to reflect black British history and literature, with a focus on African kingdoms, pre-Atlantic slave trade. Your experience of institutional racism saddens and angers me, and with your permission I would like to share your story with colleagues who are grappling with their privilege, as I am doing myself. Powerful lived experience teaches to our hearts and minds. Thank you again for your article.

Primaries can use spare space in local secondaries, but no village halls

... **Livia Augusta, @LiviaAugusta10**

Gavin Williamson has had three months to work on a plan for safely reopening schools. Nothing has been done. It's either extreme laziness or utter incompetence.

Diversity cannot be a curriculum bolt-on

... **Camron Mills, @Kru_Cam**

Absolutely! Every aspect of the curriculum ought to be steeped in diversity. Black British history, white British history and Asian British history are all fundamentally British history. Diversity is all of our histories and all our futures combined.

REPLY OF THE WEEK

... **Robert Gasson**

Patchwork AP provision needs a tailor's eye

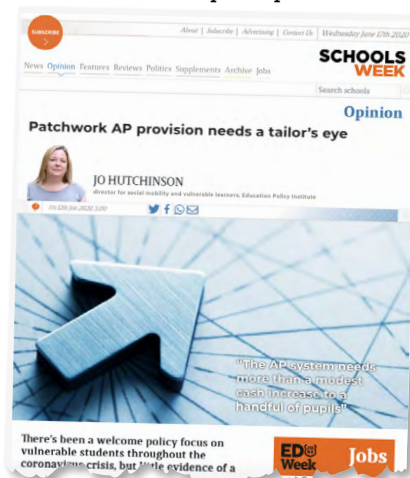
While I understand and support the direction of this opinion piece, I feel I have to take issue with a couple of points.

"Fewer than 2 per cent of those in AP achieve a good pass in English and maths." This statistic is as a result of the very poor data that is held for pupils in year 11 and does not include the 60 per cent who are dual registered (nationally) whose results sit in their school's end of year results.

"The teachers in AP, who will be working tirelessly to support pupils, are nevertheless unlikely to have had the chance to understand the abilities and potential of these pupils before schools closed in March. So it is unrealistic and unfair to expect AP teachers to make an informed and accurate prediction of GCSE grades this summer."

Making accurate and informative assessments on pupils very quickly is what AP staff do, and, no, we didn't stop teaching them in March: we taught GCSE coursework until May half term to our current year 11 pupils, as did many AP providers. As such I am very satisfied that the comprehensive and detailed analysis that teachers undertook to enable a grade to be given will stand up to any scrutiny.

Please don't cast doubt about the skills and professionalism of AP staff and call it support.



THE REPLY OF THE WEEK WINS A MUG. CONTACT US AT NEWS@SCHOOLSWEEK.CO.UK TO CLAIM

Schools told they can't claim back costs of preventative cleaning

... **Andy Mellor, @andymellor64**

On the one hand schools are being told to make sure that they are deep cleaned, but in the same breath that there is no money for it. How do they create resource from thin air?

Over one in ten secondaries set to defy government's June 15 reopening plan

... **Simon Cox, @mathsmrcox**

This headline is unfair – many local authorities (eg Lancashire) are strongly advising schools not to open wider because of local virus levels. This headline makes it seem like headteachers are to "blame" for this and invites more school bashing.

Feature

FREDDIE WHITTAKER | @FCDWHITTAKER



After Durand: the school stepping out of the shadow of scandal

Two years after its rebrokering, Van Gogh primary in south London is still struggling to move on from its association with Durand Academy

It's been almost two years since Durand Academy in south London closed its doors, its funding agreement with the government torn up and its leaders ordered to return the school's land and buildings to Lambeth council.

But as Van Gogh primary prepares to welcome its third intake of reception pupils, the shadow of its scandal-hit predecessor hangs over it like a dark cloud.

Set across two sites, Van Gogh looks ordinary: huge windows set in towering Victorian redbrick buildings on an otherwise residential inner-city street.

It's not until you go inside the Hackford Road building – as I did earlier this year – that you realise how out of the ordinary it is. Peppered across the site are facilities pupils cannot use

and to which staff have no access. Metres from its back door, across the tiny strip of land that makes up the only outdoor playing space, is the Horizon Leisure Centre. Next to it, and on the top floor of one of Durand's buildings, are private flats run by London Horizons, including student accommodation.

When Durand became an academy in 2010, it gifted these facilities – worth £15 million, according to the National Audit Office (NAO) – to the Durand Education Trust, a private company established by the school's then leaders.

During the academy's heyday, the company funnelled money made by a subsidiary, London Horizons Limited, into the school and gave pupils free access to the leisure centre. But with Durand Academy Trust all but wound up, that agreement

is defunct. If Van Gogh's pupils want to swim in the pool on their site, their school has to pay.

A 2014 NAO investigation revealed a complex web of organisations revolving around the school, with large sums of money flowing in all directions. But the detail that caught the eye of MPs, the public and press was the annual earnings of Sir Greg Martin, the school's former executive head and one of those behind the leisure facilities. At one point he earned more than £400,000 a year from a combination of his generous salary – which made him one of the highest-paid executive heads in the country – and management fees from the leisure centre.

Following a particularly gruelling public accounts committee hearing in 2015, Martin claimed the school's success was “underpinned”



Paul Robinson with Van Gogh pupils

by the private investment income received from London Horizons.

But the Durand brand had been stretched too far. Within a few years, the man once known as Michael Gove's favourite headteacher had retired (albeit to immediately become the school's chair of governors), and the government had moved to rebroker the school to a new sponsor.

David Boyle, the chief executive of the Dunraven Educational Trust, which took on the school and reopened it as Van Gogh in 2018, acknowledges that Martin helped to transform the school "from where it had been originally". An Ofsted report from 2008 branded it 'outstanding' and praised "innovative developments" of its buildings as evidence of "vision and drive". It was rated 'good' in 2013, its first inspection after becoming an academy in 2010.

"[Martin] was very open when I met him," Boyle says. "His view was that if he was in the independent sector, if he was working in business, he could make a lot of money for doing this kind of transformative job, so why shouldn't he be able to earn it in the state education sector?"

The initial furore over the school now seems a distant memory, but Durand's complicated legal structure still plagues the school that operates in its place. Although the buildings were handed over in 2018, the commercial side remains under Durand Education Trust's control.

A second direction issued by the Department for Education ordered the company to hand them back by the end of March. But the department confirmed this week that it has not yet done so.

"All parties continue to work towards the transfer of the commercial land in accordance with the second direction issued to Durand Education Trust," a spokesperson said.

A spokesperson for Durand Education Trust said it was "ready and willing" to hand over

"It was run like a prep school. That can't be financially viable"

the commercial land, but was waiting for the completion of a temporary underlease agreement with Dunraven, which would see it rent the leisure and accommodation facilities back from the school until a permanent operator is found.

The trust has also secured a Court of Appeal hearing in November over the matter of compensation for the land "which would potentially find Lambeth [council] having to pay many millions", the spokesperson said.

"DET has had to push this, because the Charity Commission has repeatedly said that we cannot give the land back without compensation. The ball is in Lambeth's court."

"The secretary of state has acted outside his powers. We accept he has the power to order the transfer of the land. What we would never accept

is that he can order it without compensation."

As the battle over land raged on, Van Gogh's new leadership team spent the best part of two years trying to move the school on to its next chapter. The mezzanine floors and small classrooms that characterised Durand are gone. In their place, children learn in bright, airy rooms. A new outdoor area has been created at the nearby Mostyn site for nursery and reception children.

"It was run like a prep school, so most classes had around 15 children in them. But that cannot be financially viable in the 'real' world," says Paul Robinson, a consultant head brought in by Dunraven to oversee the transition. "Children in nursery and reception sat on high chairs at tables doing colouring-in and handwriting. There was no free play, and there was a tiny triangle of concrete outside."





The atmosphere on the early years site could not be more different. Even in February, children run between their buzzing, colourful classrooms and a shared outdoor space filled with sandpits

we need to get this sorted out.”

Despite the changes, there are reminders everywhere of the hybrid nature of the school's site. A waste-water pipe from the flats above runs

Boyle describes an “odd duality” of how the school once was. He says it was “in some ways all about money, all about presentation, all about how it appeared to the outside world. But on the inside, the children didn't seem to benefit in the same way, given the extra money available.

“There were mezzanines everywhere. But not mezzanine as in stylish and sophisticated Manhattan loft apartments. As in, let's create two rooms by putting a floor in the middle, regardless of the experience for staff and children.” He recalls a hall with a “beautiful, highly polished parquet floor”, but no displays on the walls. “There was nothing in here at all to stimulate learning. There was no library that we could see. There were no books for pleasure.”

Under the Durand Academy model, Durand Academy Trust ran the school, while the Durand Education Trust ran the commercial facilities through London Horizons. London Horizons then paid management fees to Martin's own company, GMG Educational Support, but also donated all of its surpluses to Durand Education, which, in turn, made large donations to the academy trust.

Despite public outrage over these financial arrangements, the school maintained a strong support base in its community until the end. Parents campaigned vociferously alongside Martin and his team against its closure.

“They said ‘we're doing a fantastic job, look at all the things we've done,’” Boyle says, “And to some extent that was true. They had done a wonderful job of providing things for the children in this school that weren't there before. So things like music, that they really invested in. The opportunity to have swimming lessons on both sites. That's an amazing thing, and very rare in many schools, let alone state schools. And yet...”

When I catch up with Boyle and Robinson again in mid-June, the refurbishment is almost complete and pupils are beginning to return following the school's partial closure during lockdown. But the lack of access to the commercial side of the site still seems a huge obstacle to the school's development.

Boyle says he is grateful to the DfE and the Education and Skills Funding Agency for their support “working with officers at Lambeth in resolving what has become an unnecessarily and increasingly complex matter for the benefit of the children at Van Gogh”.

“It would be very welcome to find that all parties involved were as equally committed to bringing about that resolution as quickly as possible so that the children at the school may benefit.”

“There was a beautiful parquet floor, but no displays on the walls”

and games. They run up to Robinson to say hello, demanding to know where Meryl is [his dog, who often comes into school with him].

The school has also moved from a compliance behaviour policy to one of self-reliance, he says. “We had to teach children to self-regulate ... that was a massive shift. Children were streamed from year 2, and they were in these small classes. You can easily make 15 children comply. But when you've got 30 children who are mixed-ability, mixed-needs, suddenly it's like ‘oh my goodness

along the ceiling of an upstairs classroom; a fire escape for the private accommodation is at the top of one staircase.

The school's buildings have also had to be refurbished. “This school was physically run into the ground,” Robinson says. Most of the classrooms have been repainted and have new lights. Windows have been changed too, and new blinds and new floors installed. “I'm also obsessed about the mismatch of doors,” he says. “Nothing matches.”

Opinion

DO YOU HAVE A STORY?
CONTACT US NEWS@SCHOOLSWEEK.CO.UK

This year's exam disruption is far from the end of the story. Stephen Tierney suggests reforms to give teachers and students a measure of certainty

The can-do attitude of schools has been exceptional over the past three months. Remaining at the heart of their communities, they have protected the vulnerable, fed the hungry and provided learning materials and online lessons. Since the February half term, they've remained open to the children of key workers and those in need. As a result, too many school leaders now appear done in. Uncertainty about future expectations is draining them further.

The sine qua non of leadership in a crisis is knowing what to stop doing. Once determined, it provides the needed critical clarity, capacity and trust. Yet that most difficult of leadership decisions is too often ignored - by school leaders themselves and by politicians desperate to return to normal and project a sense of control.

In truth, it is decisions about what to abandon that will release capacity and start to rebuild trust. We therefore need a laser-like focus and determinations on two pillars of our system - exams and accountability - and we need them now.

Shelving the national implementation of the cognitively-oriented reception baseline test is a start. It was unlikely to happen in any reliable way: schools need a familiar assessment that is more diagnostic and formative.

Year 10 and 12 students need similar accommodation. As content will have been taught in a different order in different schools, the solution is in the examination system itself. Reducing the number of exams would increase



STEPHEN TIERNEY

Chair, Headteachers' Roundtable

Decisions are needed now on exams and accountability

teaching time by allowing the tests to start after the May half term. Likewise, reducing the number of questions students have to answer will allow increased learning of the content that is covered.

Subject leaders in schools led by the Headteachers' Roundtable core group have offered many sensible

in maths, limiting exams to one calculator and one non-calculator paper; limiting science to paper 1 only; removing orals from modern foreign languages and delaying the start of the exam season to significantly increase teaching time; similarly, in art, removing the externally set assignment from the

“Too many school leaders now appear done in

solutions: in English, reducing the overlap between language and literature papers and giving a choice of questions from any three of the five elements of the literature paper;

syllabus; in geography, with field work unlikely, removing paper 3; and in history, papers/questions could become either/or to take account of the variations in content covered.



The deep-rooted problem of excess content needs sorting before years 9 and 11 start their exam courses in September. The simplest solution is for exam boards to determine a small core that must be taught before a wider review completed by October.

There are no solutions without significant implications, but every decision entails invalidating performance tables again next year. Not only do they no longer seem relevant, but we can't yet rule out another year of teacher assessment. Creating certainty is vital.

Another benefit would be to delay a decision on key stage 2 SATs. Without performance tables, the all-consuming focus on them in year 6 could be ameliorated so that pupils starting in September enjoy a more balanced curriculum - and primary resources be more evenly spread across all year groups.

Finally, I cannot believe there is any acceptable reason for school-based Ofsted inspectors to do anything other than to focus on children and young people. Prolonging the pause on inspections would help their schools, notably those in the most disadvantaged communities who have suffered disproportionately from Covid-19. They do not need the maleficence of an Ofsted visit - even the possibility of one - while they cope with that.

In the resulting absence of enough inspectors, we need HMI to focus on safeguarding, illegal and unregistered schools and support for local authorities.

Crises expose long-term problems, but also solutions that may have appeared unthinkable. Deciding what to stop doing is the first step towards wise leadership; we have never needed it more from Westminster.

Opinion

DO YOU HAVE A STORY?
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OLAYINKA
EWUOLA

School food specialist, chair of
governors, Cobourg Primary
School and governor,
Goodrich School

Racism exists. End of story. So do something about it

Tackling racism is more than a duty. It is the promise of education, says Olayinka Ewuola

The senseless killing of George Floyd has reopened old wounds and rekindled difficult conversations. There is immense pressure and pain across our communities, and as a chair of governors it isn't enough for me to hear of just sympathy. It falls on us as school leaders to find solutions.

These conversations have been hundreds of years in the making, so while it's great to hear "we're listening now", the question is "why weren't you listening before?". That anger is justified.

This is a time of incredible opportunity. We know that there are significant issues with racial equality in education, from well-documented problems around the experiences, retention and progression of black staff to the shocking statistics for the progress of young black boys.

And all this happens against a backdrop of platitudes and lofty ideals. I have never met an educator who doesn't believe in the role of education to improve the life chances of our children.

Yet we continue to see little black boys entering the school system and transitioning simultaneously into adulthood and into the justice system in their droves.

This is not always in spite of the system. It is too often because of it. Something about the classrooms, lunchrooms and hallways of this

“It doesn't require anyone to be explicitly racist for racism to occur

country is not working; the chance to change things is an opportunity not to be missed.

The worst thing that school leaders can do is to do nothing. To say "we're listening" and not follow up with anything tangible or meaningful qualifies as doing nothing. This is a time for powerful and dynamic action to act on education's promise. Fighting entrenched racism requires three things from us – humanity, integrity and commitment.

Taking a human-first approach means heeding the words of Patrick Hutchinson, who was pictured rescuing a far-right protester at the weekend: "It's not blacks vs whites, but everyone



against racism."

When someone calls out racism – whether accurate or not – it is someone telling you that they're hurting. The response should not be

defensive or focus only on the facts. It should be caring and concern. It may be a misunderstanding or blatant racism - or many things in between - but the pain is real, and that's what needs addressing. Your community needs to feel seen, heard and understood.

As to integrity, it's always the right time to do what is right, as the saying goes. The right time for action should not be led by what happens to be visible. Ask yourself, "what is the right thing to do, even if no one is watching", then do that. Integrity demands that approach.

Even if there have not been overt acts of aggression and prejudice, there will have been racism within your school, and it may be there

now. We may wish it not to be the case, but wishing doesn't make it so. It's there because in a country with systemic racism, it doesn't require individual acts for racism to exist.

So to commitment. Go and find the racism. Go and see how it manifests. Is it inadvertent? Is it blatant and unchecked? Is it overlooked because it's subtle, or isolated, or inconvenient to notice? If you ask, and truly care to know the answer, you will find it. In people. In the curriculum. In assumptions. In language, expectations and a lack of voices at the table.

Wherever it is, tackle it. If you don't know how, ask for help. And if you've dropped the ball, apologise and commit to doing better.

It doesn't require anyone to be explicitly racist for racism to occur, but it will take everyone – and especially school leaders – to ensure it no longer blights our colleagues' lives and ravages our children's futures.

It's not a responsibility anyone asked for, but it is the promise we made and must fulfil as educators.

Opinion

DO YOU HAVE A STORY?
CONTACT US NEWS@SCHOOLSWEEK.CO.UK

Lockdown diaries – a week in the life of...



**NAUREEN
KHALID**

Chair of governors and trustee,
Connect Schools Academy Trust

Sunday June 7

Governance isn't a nine-to-five, Monday-to-Friday job. We balance our day jobs and family life with governing our schools. "Governance" can happen at any time.

If Covid hadn't happened, I would have been walking around London today with my governor friend, Jo, and my teacher friend, Rachel, admiring the capital's hidden green spaces for the open garden squares weekend. Instead we held the weekly governor Twitter #UKGovChat on Zoom. It was lovely to see people and put faces to Twitter handles. I hadn't heard of Zoom before March. Now, I seem to have a Zoom session almost every week.

Monday June 8

Today I had a Skype meeting with our head and our trust's regional director. These regular meetings allow the school, the MAT and the local governing body (LGB) to come together and review what's been happening, and to challenge and support each other. Today's meeting focused

on how the school has adapted to working during the crisis and the arrangements that have been put in place for opening up to more pupils.

Tuesday June 9

Tonight I had an online meeting to go through the risk register of one of the schools. It also gave me a chance to ask the head how she was and how the staff were coping with having more pupils back. We also discussed the announcement that plans for all primary children to return for a month before the summer have been dropped.

Effective governance is a balance between challenge and support. Covid has meant we are navigating our way through uncharted territory. Headship is a lonely place at the best of times, and much more so now, so governors need to ensure they really are supporting heads and their teams.

This meeting was followed by a Twitter chat on the importance of governance at a time of crisis, organised by the



British Educational Leadership, Management and Administration Society. The number of participants demonstrated that this is a topic that governors are really thinking about.

Wednesday June 10

I received details of two people interested in joining a board. I forwarded their CVs to the rest of the governors and, if we decide they are potential candidates, I'll arrange an online chat with them. It's important that would-be governors are clear about expectations.

Thursday June 11

One of the LGBs I chair is meeting on June 22 and papers will be going out tomorrow. I haven't been able to conduct an on-site safeguarding visit. Instead, the staff member responsible and I had an online meeting. During the current crisis it is essential that governors ask questions around safeguarding and assure ourselves that the school is doing all that it can to keep vulnerable pupils safe.

The secondary school had drawn up a risk assessment for its wider opening, which it sent to the LGB for approval. Governors asked questions and sought clarifications of a few points from the head. Today, we heard that the MAT has approved it.

Friday June 12

The wider opening of the trust's primaries has gone well and we've received many positive comments. We had decided to get our risk assessment externally audited, which has given trustees and school leaders confidence that we have identified and mitigated any risks. I attended the last LGB meeting for one of the schools today. We thanked the head and the staff for the brilliant way they are handling the crisis.

I emailed my presentation on the role of governors for the online researchEDNorwich event. I think it's very important that the public, and especially teachers, understand our role - which is why I am happy to share this diary with you.

Reviews

BOOK REVIEW

**Michaela: The Power of Culture**

Edited by Katharine Birbalsingh

Published by John Catt

Reviewed by Sonia Thompson, head, St Matthew's C of E teaching and research school, Birmingham

The Power of Culture is a totally self-assured book. Michaela School in north London is confident enough in its second battle hymn to extol its virtues and declare war on every one who has doubts. This book fires provocations at the reader like a well-aimed cannon and takes no prisoners. Simply, it is the Michaela way or the highway.

The front cover clearly sets out Michaela's stall and hurls down the gauntlet to all comers. From the cover design, to the quotes, to the writers, it feels like a deliberate and strident call for the reader to take their educational medicine (even though it might not all be palatable) and know that in the end it will be good for you.

The school's charismatic and inimitable headteacher, Katharine Birbalsingh, writes that her educational philosophy comes from a small-c conservative school of thought and *The Power of Culture* seems to take pleasure in distancing itself from what it calls "the establishment". It positions the school as a pioneer where knowledge is king and mediocrity is sin.

Its confidence exudes and mounts with every chapter, drilling the reader on why its culture is successful and why it is so different to everyone else's. The more I read, the more I began to feel a sense of admiration for the dogged determination of every teacher. Their belief in what they represent flows like a torrent.

For them, the school's culture is one

that has changed the lives of their pupils. From the senior leaders to the newest teachers, each chapter is an impassioned appeal about eradicating complacency and replacing it with personal responsibility, duty and authority. This mission penetrates every level of leadership, every subject disciple and even the office staff.

Chapters are organised under five headings with a useful summary of each at the beginning of the book. Those on curriculum captivated me, as did those on teaching. If you love knowledge organisers, not reading Kate Ashford's chapter will most certainly be to your detriment. However, having every teacher contribute does make it a very long read and I began to get a palpable sense of déjà vu. I did ask myself whether this was deliberate - a type of interleaved and spaced process to ensure the reader never forgets the importance of the Michaela mandate.

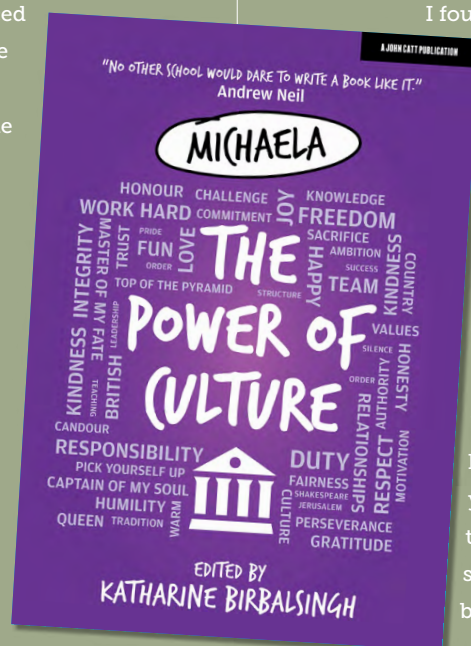
As expected, *The Power of Culture* doesn't shy away from controversy. Its chapter titles mention that we should teach dead white men, that we should not teach Stormzy, and that they are still "talking to white

people about race". Michaela's stance seems dogmatic, and all the more poignant and controversial in the shadow of the killing of George Floyd, Black Lives Matter and the debate around the need to decolonise the curriculum. When the conversations and discussions are this raw, some will find such controversy unhelpful and problematic.

What is crystal clear is that, love it or loathe it, the Michaela way works. Phenomenal GCSE results prove that. Yet for some, regardless of the successes, reading *The Power of Culture* may leave a bitter taste. Birbalsingh and her teachers are used to these dissenting voices and I get a sense that they welcome them on the grounds that all publicity is good publicity.

I think I love this book. I may not agree with all of it, but the courage of their conviction is compelling and convincing.

I found myself wanting to be a part of their movement and the discussion, but there was still a nagging feeling. Birbalsingh's advice to readers like me is to perhaps read it and then leave it for six months. I may need longer, but I shall take her advice. I don't know how I'll feel about it in a year's time, but maybe that's what makes this such an interesting book.



Reviews



Our blog reviewer of the week is Raj Unsworth, a chair of governors in Bradford, charity trustee and governance geek

@rrunsworth

Why 1963?

@Arv_Kaushal

Recent events have distressed many of us, but out of the horror a growing chorus of BAME educators are offering honest, heartfelt reflections on how we can do better to tackle inequalities - none more so than maths teacher Arv Kaushal.

This post on the #BAMEintoleadership blog resonated at a hugely personal level, as my father too arrived alone in the UK from Punjab in 1963. Kaushal's mother is the spitting image of my own and shared the same passions. This tribute to a generation who uprooted their lives to respond to a call from the UK is a must-read. Centred on Kaushal's father, a teacher and son of a teacher, it explores how they did what was necessary to build a future for their families.

Kaushal's father did not make it back to the classroom after moving here, but he never stopped being a teacher. The blog ends with a reflection on the ongoing fight for a more inclusive society. It suggests we should ask ourselves whether our policies or decisions are fair, not whether we have "double-checked we have covered our backs". No more tick-box exercises please.

TOP BLOGS of the week



Is there internal conflict within the EYs sector?

@Valerie_JKD

Early years is often seen as the poor cousin in education, often patronised and misunderstood on social media. This slightly longer read has been an education for me. Understanding EY's complexities through this honest reflection of the issues it faces is crucial to all parties working to effect change. Getting early years right is crucial as it is the foundation for the rest. As Dr Valerie Daniel says: "Let's do something about it."

Deeds, not words – parts 1 and 2

@nickdennis

Nick Dennis has written two highly recommended blogs for everyone in education, but especially school/academy leaders, governors and trustees. They offer excellent questions for us to reflect on, and suggestions for how we can do better and evaluate whether the policies we implement work for those they are designed to serve. Among so much theoretical exploration of structural racism, I love the practical nature of these posts. I have no doubt they will be of use to all who read them.

Addressing equality and diversity collaboratively in schools

@Reah_banton

Reah Banton is a new voice for me and I already want to hear more from her. Her well-balanced, reasoned take speaks for many of us, including white colleagues who will recognise this: "Silence is a major issue. The ability to speak openly and freely is heavily tainted with fear and judgment." This could just as easily be about a number of issues pertaining to school cultures, as about racism and equality. As school leaders, we should be ensuring the cultures, values and ethos of our organisations support open, honest dialogue between all stakeholders.

Doing nothing is not an option

@richardjholme

This powerful blog is from a white ally who has decided it is time to speak up. While Richard Holme writes from the perspective of higher education – specifically universities "where senior leaders are heavily over-represented by the male, stale, pale brigade" – his blog is just as relevant to school and academy leaders. But it is about more than an easy calling-out of evident inequality. It is about Holme accepting his journey is just at the start.

The b@ick in the wall

@BrickInTheWallPod

Paul and Greg's weekly podcast is a definite positive to come out of lockdown. Their interview with Claire Cuthbert on her journey as a chief executive will be of interest to women aspiring to CEOship. Listen to the hysterical confession at the end. You won't be disappointed.

Research

Baz Ramaiah reviews the evidence on a school-related theme. Contact him on Twitter @TeacherTapp if you have a topic you would like him to cover

What does reopening reveal about our school system?

Baz Ramaiah, research and programmes lead, Teacher Tapp

In early March, a Big Freeze settled over schools across the world. Unesco estimates that by April, 91 per cent of schools in the world were closed. But by early June, a third had reopened their doors.

England's schools are starting to invite students back. Our Teacher Tapp data, collected from surveying more than 8,000 teachers every day, aligns with government findings to show that half of the country's primary schools were open for regular Reception, year 1 and year 6 within the first week of June. By week two, this figure had gone up to about 60 per cent.

However, the Big Freeze lingers in some parts of the country. While it's back to business for most primary schools in the east of England, schools in the northeast are more likely to be closed than those in the south. And schools in the neighbouring northwest almost all remain shut.

On top of these initial delays, schools in the northwest have now been officially advised to abort their reopening plans. A stubbornly high infection rate means that the Big Thaw may not arrive for the region's schools until much later this term.

This should worry us. Primary pupils in the northwest are already more likely to underperform academically than their peers in London and the southeast. Differential return-to-school dates may wrench this achievement gap further apart.

There's inequality within regions too. If you're an independent school, you're twice as likely to be open as a state school serving a deprived community. Independent schools do have smaller numbers of students, making social distancing



easier to implement. But they have also been much more likely than state schools to offer live-streamed lessons during lockdown, which teachers find especially draining to deliver. Zoom fatigue could be motivating these teachers to get back into the classroom, allowing independent schools to reopen with relative ease.

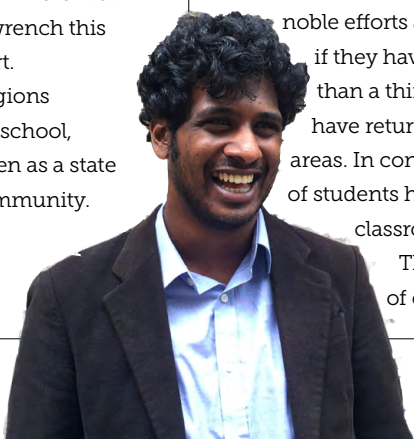
There are discrepancies in state school reopenings too. State schools serving affluent areas are about 20 per cent more likely to be open than those serving disadvantaged communities. Wealthier areas are more likely to have Tory councillors, who may be haranguing their local schools to come out of hibernation. But the difference could just be brute logistics – schools in affluent areas could have lower local infection rates, reducing the public health risk of a reopening.

Despite these differences, many schools in deprived areas have reopened. But their most noble efforts are reduced to nought if they have no students. Less than a third of eligible students have returned to school in poorer areas. In contrast, more than half of students have returned to the classroom in affluent areas. This uneven spread of educational freeze/thaw could have troubling long-term consequences. Wealth inequality has always been a threat to the project of educational equality. But schools have stood as a bulwark against it. Teachers in deprived communities work tirelessly to elevate their students to the same level as their more privileged peers. But none of this can happen if schools in those areas remain shut.

With such concerns in mind, the Education Endowment Foundation estimates that current school closures may widen the achievement gap by anywhere from 11 to 75 per cent, potentially reversing gains made in the past few years. Poorer students will undoubtedly suffer most.

Fluctuating infection rates may take wholesale school reopening off the table, but there are ways of diminishing the gap while students are at home. Extending the government's programme to provide devices and internet connectivity, and providing free online tutoring over the summer could be a strong start in the right direction.

Conversely, complacency and prevarication would be a step in the wrong direction. The long tail of lockdown was always going to feature increased inequality. But the Big Freeze threatens to turn this new inequality into the permafrost of our educational ecosystem.



WEEK IN WESTMINSTER

Your regular guide to what's going on in central government

SUNDAY

Nick Timothy, the political mastermind whose greatest hits include the dementia tax, 7p school breakfasts and the subsequent loss of Theresa May's majority, was in the *Telegraph* at the weekend warning that there was "too much fudge and not enough beef" in the government's response to coronavirus.

That would be the same Nick Timothy who, since March, has been a non-executive director at the Department for Education, one of the main contenders in the government fudge-making contest of 2020.

MONDAY

Fresh out of ideas on how to combat the rising disquiet about its stance on free school meals over the summer, the government sent Dominic Raab out to field questions at the daily Downing Street briefing, presumably hoping everyone would fall asleep before they realised what he was saying.

The first secretary of state flailed around as he tried to answer questions about the policy, referring to the government's holiday food and activities programme, which confused many headteachers.

He was referring to a (very) limited pilot which has now been running since 2018 and only affects a tiny minority of children in this country.

Of course, if the government actually cared about holiday hunger, its only programme set up to combat it probably wouldn't still be in the pilot phase...

TUESDAY

The schools community is more than used to Sir Michael Wilshaw sticking his

oar in where it's not needed.

The former head of Ofsted, who seems to have forgotten he gave up the day job years ago, was back on *Newsnight* this week, saying that "good schools" would be asking staff to work over weekends and holidays to help pupils catch up.

Of course, if Wilshaw had spent as much time speaking to those in schools as on the airwaves, he'd know that most teachers are knackered and leaders are close to burnout.

So last-minute was the decision to U-turn on free school meals, that the government's amendment to a motion proposed by Labour demanding the extension of vouchers was still on the order paper when Gavin Williamson stood up in the Commons to perform his embarrassing volte-face.

"We will not be moving our amendment, and I commend this motion to the house," the education secretary said, sheepishly, after admitting defeat at the hands of footballer Marcus Rashford.

Labour was quick to take credit following the U-turn, tweeting "We did it!".

I mean, they were maybe involved in the build-up play, but it was Rashford picking up the campaign and running with it that left the Conservative Party's defence in tatters and resulted in victory.

But one person who seemed oblivious to it all was our illustrious and always-on-top-of-his-brief prime minister Boris Johnson.

Bozza claimed he had only heard of the campaign today – a day after his spokesperson told reporters the

PM had rejected the plea (and this was plastered all over the national newspaper front pages).

But don't worry, health secretary Matt Hancock was here to save the day and restore confidence that our government is on top of things... not!

Speaking to Sky's Kay Burley, Hancock praised "Daniel Rashford" for his work on free school meals, later claiming the slip-up was because he must have had "Harry Potter on the mind". Jesus wept.

THURSDAY

However, you know that phrase 'hold my beer'? Well that's what the Department for Education was thinking while watching the previous day's shenanigans.

Despite Bozza telling everyone last week he had a "massive catch-up plan", it took the DfE until 6pm on Thursday to actually send out some basic details to journalists for tomorrow's newspaper of what this massive plan will look like.

But, an hour and a half later (just as said hacks were filing their copy), a "corrected version" was reissued as the one earlier had been "sent in error".

It turns out the original press release had the total amount promised wrong, the types of institutions that would get the funding wrong, and the length of the proposed national tutoring service wrong.

We're in absolutely no doubt this is not down to the department's press office, but the powers that be changing their mind after the first briefing was sent out. Farcical.

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You won't just transform our academy. You'll transform our students' lives.

You could wait a lifetime for a challenge like this to appear again. Sutton Community Academy has exceptional potential, but we need an exceptional leader to take us there. Having been placed in Serious Weaknesses, we recognise that the only way is up – but we also believe that with you at the helm, the sky's the limit.

At the heart of the Academy Transformation Trust, we deliver the best possible education to young people from relatively deprived urban backgrounds. We can't boast extensive outside space or all the facilities you might find in another academy. We can boast a closely-knit, welcoming and passionate teaching team, students who want to make something of their lives, and a place at the very centre of the local community.

In short, we're an ambitious academy and we need an equally visionary Principal. We're currently investing significantly in our school theatre, which is a focal point for local activities, but we regard you as the most important investment we'll ever make.

Let us be perfectly clear: we're not just looking for another Principal and we're not just looking for rapid improvement. As our trust's name makes clear, we want you

to deliver transformation: of the way we teach and learn, of our extensive academic, vocational and leisure programmes, and above all of the way our students see themselves and their futures.

Your dedication will make them realise that education is the key to success in life, and that with the right attitudes, skills and qualifications anyone can transcend their circumstances. In return, we offer 38 leadership development pathways to give you the ongoing professional development you need to become the school leader you've always wanted to be. What's more, once you've made your mark on Sutton Community Academy – and more broadly on an entire region of Nottinghamshire – we have a wealth of other schools that could benefit from your imagination and integrity as a member of the Trust's senior management team.

If you're a seasoned school leader with an appetite to become much, much more, this is your chance to shine and take us all the way to Outstanding.

Closing Date: Monday 6th July 2020, 9am.

Sutton Community Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from under represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.



HEADTEACHER ST LAURENCE SCHOOL

**SALARY RANGE: LEADERSHIP SCALE RANGE
L29 – L39 (£81,723 – £104,368)**

The Governors wish to appoint an outstanding leader to the post of Headteacher at St Laurence School. The vacancy has arisen as the result of the planned retirement of the Headteacher. We are looking for an exceptional person to take over the headship of St Laurence after a sustained period of school improvement, during which standards have risen, facilities have been developed and the roll has increased. Our latest Ofsted inspection judged St Laurence as 'good' with outstanding features. The last SIAMS inspection was also graded as 'good'.

Our previous recruitment process was interrupted by school closures as a result of Covid-19. Previous applicants need not re-apply.

St Laurence is a popular and successful 11-18 mixed academy, set in the beautiful and historic Wiltshire town of Bradford on Avon and just a few miles from Bath. There are currently 1419 students on our roll and a thriving Sixth Form of 287 students.

The successful candidate will:

- Provide inspirational, strategic and professional leadership
- Ensure high quality teaching and learning experiences for all our young people
- Not need to be of any faith but must be committed to preserving the School's distinctive Christian vision in line with the SIAMS schedule
- Build upon the very positive relationships within the school and with the wider community, based upon the values of trust, fairness, mutual respect and inclusiveness
- Promote high standards of behaviour, mutual respect, attendance, and individual attainment
- Maintain the needs and aspirations of all students at the centre of our thinking
- For full details of this position together with the application process please visit our website www.st-laurence.com

Closing date: Midday, Friday 3rd July 2020

Interviews: 14th-16th September 2020

Start Date: 1st January 2021

Please feel free to contact **Fergus Stewart** (headteacher@st-laurence.com) for an informal conversation before applying.

If you would like to visit the school prior to submitting an application, please contact the Head's PA, **Sally Hackett**: salhac@st-laurence.com. Visits can be arranged, subject to social distancing requirements.

Offers of employment are subject to Enhanced DBS checks and references.

PRINCIPAL

Ravens Academy
Clacton-on-Sea, Essex
Salary: Competitive



An amazing opportunity to lead a high-performing academy.

At Ravens Academy, we are a friendly, welcoming academy committed to achieving together. We work alongside children, their parents and the wider community to provide a rich and rewarding education for all of our learners. We are very proud of each of our children and we continue to work hard to inspire every pupil in our academy to succeed and develop.

The rich, engaging curriculum is designed to ensure that all pupils are supported and challenged to be the very best they can be, resulting in ambitious and highly successful learners. There is an unwavering commitment to ensure that every child gains the knowledge, skills and character needed to succeed.

More than a Principal; you will be an ambassador and inspiration for colleagues and pupils alike. You will embrace the collaborative, ambitious vision of Academy Transformation Trust and be an advocate for success and evolution in the wider education community. Experienced within primary education, you'll bring an impressive track

record of school improvement and be an ethical, forward-thinking leader who will make a difference - every day.

Equally importantly, you will have an excellent knowledge and understanding of child protection and safeguarding legislation, be absolutely committed to best practice and determined to champion our children and support their families in order to make a difference - every day.

If you're ready to shape the future of our Ravens Academy family, and are excited by the opportunities for collaboration and career development within our expanding network of 22 academies, please apply now.

Closing Date: Sunday 5th July 2020, midnight

Academy Transformation Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. All offers of employment will be subject to an Enhanced Disclosure Barring Service (DBS) check, 2 satisfactory references and any other necessary checks.

SCHOOLS WEEK | FE WEEK | EDU WEEK JOBS

Recruitment advertising during the Coronavirus Pandemic

To assist organisations over the forthcoming weeks, Schools Week, FE Week and EduWeek Jobs will be offering the following:

- **Free recruitment advertising** for **Coronavirus cover roles** at education settings remaining open to support key-workers
- **On all online listings**
 - A **free of charge** extension by up to 8 weeks after the closing date
- **On all adverts within the digital editions**
 - A **free of charge** second insertion of your advert

CLICK HERE TO

ADVERTISE A ROLE



CLICK HERE TO

SPEAK TO A MEMBER OF THE TEAM

